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ABSTRACT

This report summarizes the proceedings and outcomes of a working conference of experts, scholars, and educators in bilingual education held at Stanford University on February 12-13, 1976. The goal of the conference was to discuss and improve five tests constructed as part of an effort to improve teaching in bilingual (Spanish-English) education programs. The tests deal with teachers' skills and knowledge in these areas: Spanish of the Southwest, teaching reading in Spanish, teaching Spanish as a second language, teaching English as a second language, and Spanish proficiency. Presentations of the tests, discussions in small working groups, and comments and criticisms in a general session all led to the incorporation of a number of important modifications in the preliminary versions of the tests. (Author)

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Occasional Paper No. 14

REPORT ON THE WORKING CONFERENCE ON THE SCRDT TEACHER TESTS FOR SPANISH/ENGLISH BILINGUAL EDUCATION (February 12-13, 1976)

Prepared by Bárbara J. Merino

August 1976

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Introductory Statement

The mission of the Stanford Center for Research and Development in Teaching is to improve teaching in American schools. Current major operations include three research and development programs--Teaching Effectiveness, The Environment for Teaching, and Teaching and Linguistic Pluralism--and two programs combining research and technical assistance, the Stanford Urban/Rural Leadership Training Institute and the Hoover/ Stanford Teacher Corps Project. The ERIC Clearinghouse on Information Resources is also a part of the Center. A program of exploratory and related studies provides for smaller studies not part of the major programs.

The conference on Teacher Tests for Spanish/English Bilingual Education was held as part of the work of the Program on Teaching and Linguistic Pluralism.

Contents

Abstract iv

Introduction 1

The SCRDT Teacher Tests and the Stanford Conference 1

Presentation of the Conference Proceedings 3

The Test on Spanish of the Southwest 3

The Test on Teaching Reading in Spanish 7

The Test on Spanish as a Second Language 9

The Test on English as a Second Language 10

The Spanish Proficiency Test for Teachers 12

Results of the Conference 16

References 19

Appendixes: Sample Test Items 21

Abstract

This report summarizes the proceedings and outcomes of a working conference of experts, scholars, and educators in bilingual education held at Stanford University on February 12-13, 1976. The goal of the conference was to discuss and improve five tests constructed as part of an effort to improve teaching in bilingual (Spanish/English) education programs. The tests deal with teachers' skills and knowledge in these areas: Spanish of the Southwest, teaching reading in Spanish, teaching Spanish as a second language, teaching English as a second language, and Spanish proficiency. Presentations of the tests, discussions in small working groups, and comments and criticisms in a general session all led to the incorporation of a number of important modifications in the preliminary versions of the tests.

REPORT ON THE WORKING CONFERENCE ON THE SCRDT TEACHER TESTS FOR SPANISH/ENGLISH BILINGUAL EDUCATION

Prepared by Bárbara J. Merino

The high dropout rate and low achievement scores of Chicano students in American schools are well documented (U. S. Commission on Civil Rights, 1971). Yet recent research has shown that these students fail in school not because of any deficiencies on their part but because our public schools are oriented largely toward middle-class, non-minority children and do not take into account the different learning styles, patterns of ability, and value systems of minority children (Cole & Brunner, 1971; Tulkin, 1972). Court decisions in recent years--for example, Lau vs. Nichols in 1974 and Aspira vs. The Board of Education of the City of New York in 1975--have begun to oblige schools to provide special programs, often of bilingual education, to meet the needs of minority children and provide them with equal access to the educational process. The degree of success these programs have, however, will depend in large part on the effectiveness of the teachers involved.

In an effort to determine what makes teachers effective in a bilingual context, the Stanford Center for Research and Development in Teaching (SCRDT) has begun a three-year research program. The first phase of this research effort involves the production of a series of tests designed to measure the teacher's linguistic knowledge and those specific skills needed in bilingual education (in this case, Spanish/English). In the second phase, teacher-student interaction in the classroom will be observed and teacher behavior will be analyzed and measured--partly on the basis of the findings of the first phase--to determine effective methods of promoting student achievement. In the third and final phase, teachers will be trained through in-service workshops in those skills pinpointed by the research in the earlier phases as likely to maximize their effectiveness and improve their students' achievement.

The SCRDT Teacher Tests and the Stanford Conference

That teachers in bilingual Spanish/English education programs should possess certain linguistic skills has been widely recognized. These

skills have been described in recommendations of both private and state agencies (see, e.g., Center for Applied Linguistics, 1974; California State Department of Education, 1972) and include the ability to teach the curriculum in Spanish, to teach reading in Spanish, to teach Spanish as a second language, and to teach English as a second language. The California State Department of Education's Commission for Teacher Preparation and Licensing (1976) adds two other desirable skills for the bilingual teacher--an understanding of the contrastive analysis of English and Spanish as the basis of teaching English or Spanish as a second language, and familiarity with the variety of Spanish spoken by the largest number of students in the bilingual education program.

The Stanford Center for Research and Development in Teaching has been developing tests for teachers in bilingual education programs in conformity with the first phase of the research program described above. They deal with those linguistic skills, just mentioned, that are generally recommended to form part of the preparation of the bilingual teacher. Researchers in the Program on Teaching and Linguistic Pluralism are engaged in validating the tests in terms of pupil achievement in order to refine them further. Work on the tests started in September 1975, and preliminary versions were readied for discussion by a conference held in February 1976. All the work on the Spanish proficiency test for teachers was done at Stanford under the direction of Dr. Bárbara Merino, who submitted the preliminary version of that test to all participants before the conference. Dr. Rosaura Sánchez of the University of California at San Diego was asked to take charge of preparing the test on Spanish of the Southwest; Dr. Gustavo González of the University of California at Santa Barbara was responsible for preparing the test on Spanish as a second language; Dr. Ricardo Cornejo of the University of California at Los Angeles developed the test on the teaching of reading in Spanish; and Dr. Arnulfo Ramírez of the University of California at Los Angeles wrote the test on English as a second language. These four consultants came to the Stanford conference with preliminary versions of their respective tests and discussed them with the other conference

participants, who included administrators, teachers, and scholars with expertise in various phases of bilingual education. (See Appendix A for a list of conference participants.) The conference was thus designed to do two things: to acquaint the participants with the nature and direction of the research taking place at Stanford, and to provide feedback for the consultants and SCRDT staff to use in refining the tests.

Presentation of the Conference Proceedings

The first day of the conference was given over to highly informal discussions within working groups that dealt largely with details of specific test items. The summary of the conference proceedings that follows outlines the events of the second day, when a general session was held. For the four tests dealing with Spanish of the Southwest, teaching reading in Spanish, teaching Spanish as a second language, and teaching English as a second language, a brief description of the test and test format is followed by a summary both of the presentation given by the consultant (who had also been the discussion leader of the first day's work group) and of the discussion that followed the presentation. (Note, though, that for the tests on teaching reading in Spanish and teaching English as a second language, the descriptions of the test formats and the summaries of the presentations given by the consultants are combined.) In the case of the Spanish proficiency test, a presentation was unnecessary because Dr. Merino had submitted the test to all participants before the conference; here we have a summary of the materials circulated to the participants and of the discussion in the general session. The reader should keep in mind that one of the purposes of the conference was to suggest modifications of the tests and that subsequent versions may not necessarily follow in every detail the formats described in this report.

The Test on Spanish of the Southwest

Format of the Test. The test Dr. Rosaura Sánchez presented to the conference consisted of approximately 70 items designed to assess both

knowledge of the Southwest and Spanish attitudes toward varieties of nonstandard Spanish. The format was multiple-choice, and for every question there were four possible answers, only one of which was correct. (For sample items, see Appendix B.) Since this test is only appropriate for a person who has a reasonable working knowledge of Spanish in general, Spanish is the only language used throughout.

Summary of the Presentation by Dr. Rosaura Sánchez. Teachers in bilingual education programs in California find in their classrooms Spanish-speaking children from several states of the Southwest and Midwest whose linguistic repertoires vary geographically and socially. Students from rural areas, particularly those from Texas, exhibit several lexical and morphological variants absent from the Spanish of students from urban areas. The lexical component of the language of recent immigrants to the United States will differ substantially from that of third- and fourth-generation students. The language of the young, and especially that of the boys, may include variants not found in the repertoire of older Chicanos. Given the historical conditions in the Southwest, most Chicanos have been deprived of instruction in the Spanish language for many generations. Consequently, the Spanish-language varieties spoken in the Southwest are often nonstandard, although the standard exists and functions in some sociolinguistic domains. The nonstandard varieties are understandably characterized by a number of loans from the dominant language of the area. Socioeconomic and political factors affect the speakers' access to certain varieties, both in English and in Spanish, and thus determine the function of the different varieties in the society. On the other hand, orientation toward group cohesiveness also affects the choice of varieties in particular domains and for given role situations. Moreover, under certain conditions the speaker may code-switch as well (i.e., alternate between Spanish and English). Thus the linguistic situation of the Southwest is complex and encompasses several varieties of both English and Spanish.

Bilingual teachers prepared to teach in both languages must necessarily be aware of these language varieties and of the degree to which

they exist in the community, and must have a strong linguistic and sociolinguistic background in order to avoid reactionary, prescriptivist notions about language. In other words, the teacher must be trained to analyze linguistic phenomena present in the classroom in order to respond appropriately in any classroom activity that requires a shift to another variety, as well as in strictly standard Spanish-language development activities; this may invoive the teacher's learning a second or third language variety.

Obviously, Spanish-speaking Chicano children should not be treated as students learning Spanish as a second language. Their language development classroom activities must be based on their linguistic competence and must aim toward enriching and broadening their linguistic performance. These language tasks require of the teacher an understanding of both the linguistic situation and the social factors that affect and determine particular conditions. Failure to train the bilingual teacher appropriately may well result in the preservation of institutionalized attitudes toward minority students and toward nonstandard language varieties--attitudes that interfere with the teacher's performance and effectiveness in the classroom. The best bilingual teacher, then, should be a linguistically and sociolinguistically trained person who knows the speech varieties of the target community and who accepts the students' linguistic repertoire while working toward the further development and enrichment of their language skills.

For these reasons, the test on Spanish of the Southwest sets out to examine the instructor in two principal areas--language questions and attitudinal questions. Specifically, the questions test (1) knowledge of awareness of specific morphological differences between standard and nonstandard varieties of Spanish; (2) knowledge of awareness of specific phonological differences between standard and nonstandard varieties of Spanish; (3) knowledge of awareness of lexical variants found in the Spanish of the Southwest; (4) knowledge of particular syntactic variants present in the Spanish of the Southwest; (5) attitudes toward code-switching and loan words adapted to Spanish phonology and morphology; and (6)

attitudes toward nonstandard varieties of Spanish and toward the speakers of nonstandard varieties.

Dr. Sánchez also reported that much of the discussion in the working group had focused on the wording, content, and assumptions of particular items. Specifically, the principal issues had been whether more than one aspect of Chicano Spanish was being tested in individual items and whether the items reflected an assumption not shared by the group. In addition, there was a general concern--especially in the case of those items measuring attitudes--that a Spanish speaker could "psych-out" the exam and find the answer by simply avoiding those choices that could be considered "reactionary." However, Dr. Sánchez said that in pilot testing the exam she found that even Chicanos often chose responses that implied negative judgments on Chicano Spanish, for example, "Español mocho es hablar sin usar verbos." The majority of the people taking the exam, she felt, would assume that there was such a thing as "correct" and thus more highly valued Spanish.

Discussion. Much of the discussion following the presentation focused on the language of the test. It was suggested that in a multiple-choice format such distractors as "none of the above" or "all of the above" were not very effective. As an alternative, it was proposed that possible answers could consist of various combinations with only one constituting the "correct" response. Furthermore, since values were often implicit in some of the items, it was felt that the test should specify that the "correct" choice reflected the best answer but not necessarily the only right one. To avoid ambiguous results, only standard equivalents of nonstandard forms should be asked for in the response. Otherwise, in the item "Chiquiada is _____ in Southwest Spanish," if the correct answer is also a nonstandard form, such as "papapachada," the teacher who knows one nonstandard form and not the other may not be given credit for knowing either. Finally, some of the discussants felt very strongly that the term "nonstandard" should be replaced by a less value-laden term. No alternatives were suggested, however.

The relationship between the teacher's attitude toward the student

and his or her knowledge of the linguistic and sociolinguistic elements of Southwest Spanish was also a major concern. The discussants emphasized that though the teacher's attitude was important, a positive attitude by itself would not be enough to serve a child's needs.

The Test on Teaching Reading in Spanish

Format of the Test and Summary of Presentation by Dr. Ricardo Cornejo. Dr. Ricardo Cornejo's presentation included a detailed account of the format of the test he had prepared. He explained that the test as a whole was designed to benefit both the Spanish-speaking and the non-Spanish-speaking teacher of bilingual children, since it would test general knowledge of reading methodology as well as specific aspects of teaching reading in Spanish. (For sample items, see Appendix C.)

In the first section, selections from different reading texts employing a variety of reading methods are presented (6 items). The teacher is asked to identify the methods used in the texts. The aim of this section, which is in both English and Spanish, is to determine whether the teacher has a general concept of reading methods currently in use. The second section (20 items) consists of a series of true and false statements in Spanish, measuring general information on the testing of reading. The third section (26 items) is designed to test the teacher's proficiency in Spanish, and employs the specialized terminology used in discussing reading methodology. The cloze procedure is the technique adopted in this section, i.e., the teacher is asked to supply the missing words that would fit in the context of a paragraph. The fourth section attempts to assess the teacher's knowledge of the decoding skills used in English and Spanish. Differences and similarities between English and Spanish are stressed. The items in this section (24) deal with sound/symbol correspondences: The teacher is asked to pair the grapheme with the corresponding phoneme from a list of alternatives. The last section (20 items), which is presented in Spanish, deals with the teacher's attitude toward specific techniques or methods used in the teaching of reading. The teacher is asked to rate their importance on a five-point Likert-type scale.

The test items are based on an analysis of 27 reading programs (commercial curriculum packages in use in bilingual programs in the United States) and on observation of the teaching of reading in bilingual classrooms throughout the United States. The test does not advocate a specific technique or philosophy of teaching reading; rather, it attempts to measure the teacher's knowledge of a variety of techniques, materials, and approaches currently in use in bilingual classrooms.

In the working group session two revisions of the test were made: (1) a test item referring to "linguistic method" was deleted since what can be properly classified as a "linguistic" method is controversial; and (2) the test item focusing on the programmed reading method was modified to refer to "technique" rather than method.

Discussion. In discussing the reading test, conference participants focused on the need for a coherent framework that would consist of a series of components, each directly related to particular goals that the test developer intended to address. Items would be classified according to their focus--attitudinal, process-oriented, or identification-oriented, for example. It was emphasized that the test should not be limited to the measurement of a teacher's knowledge either of highly specialized vocabulary or of "labels" assigned a specific meaning in the context of a particular reading program. Rather, it was stressed that the test should assess the teacher's ability to identify and apply a wide range of techniques used to teach reading according to the needs and abilities of the students. There was a consensus that this would not be an easy task. However, some suggestions were made for possible items that would measure knowledge of reading methods as well as their application to a particular set of circumstances. One item, for example, posed this question: "It has been determined that a student has poor auditory integrity. What would be in your opinion the worst approach for this student? (A) Phonics, (B) Basal, (C) L.E.A. (Language Experience Approach), (D) Visual."

The section testing teachers on their ability to make grapheme-phoneme correspondence proved to be highly controversial. Objections were raised principally against the use of linguistically "obsolete"

terminology in the test--"long and short" vowels, for instance. Although this terminology appears in reading texts currently in use, many of the discussants felt that it should not be perpetuated and sanctioned by incorporating it in the test.

The Test on Spanish as a Second Language

Format of the Test. The test consisted of 60 multiple-choice items, each having four possible answers. The test focused on three general areas: (1) the sound system contrast, (2) the grammatical system contrast, and (3) methodology. (For sample items, see Appendix D.)

Summary of the Presentation by Dr. Gustavo González. One of the main purposes of the test is to measure the "teacher's knowledge of contrastive linguistics as it applies to the English-speaker learning Spanish." In developing the test, it was assumed that Chicano and Anglo monolingual English-speakers would encounter the same problems. This assumption reflects "the state of the art" of research in second-language acquisition, for it has not yet been possible to determine whether differences exist between Chicano and Anglo monolingual English-speakers learning Spanish.

In the working group, discussants had pointed out that some items in the methodology section reflected attitude toward, rather than knowledge of, methodology, and that some of the items seemed to favor the audiolingual method. Dr. González reported that these items would be revised and would be presented in a Likert-scale format asking the teachers to indicate degree of agreement or disagreement with the use of a specific method or practice. The working group also felt that in some of the items it was not clear whether the question was testing knowledge of contrastive analysis or simply ability to speak Spanish. These items, too, would be revised, said Dr. González, in order to insure that ability to speak Spanish was not the main focus of the items.

Discussion. The discussion first dealt with the use of technical vocabulary in the test. Is it possible to test the sophisticated knowledge needed in Spanish-as-a-second-language classes without using technical vocabulary? Several ways to reduce the need for technical

vocabulary in the test were suggested--giving examples, supplying definitions, asking for the application of technical terms, and using an audio format in presenting items with linguistic terminology. Finally, to minimize and isolate the effect technical vocabulary might have on performance on the test, it was suggested that terminology items should be scored differently or separately from others.

Two principal issues were raised in connection with items that focused on interference: Is the purpose of these items to identify (a) English interference on Spanish, or (b) knowledge of the Spanish language needed for teaching Spanish as a second language? In other words, are we trying to find out whether the person taking the test speaks Spanish that has not been influenced by English or whether that person can identify English interference in Spanish spoken by the monolingual English-speaker?

Lengthening of the attitude section was proposed in order to make statistically valid conclusions possible.

Conference participants suggested that additional types of items should be included in the test: (a) items dealing with pedagogical decisions (e.g., types of explanations used in teaching); (b) items dealing with student responses that occur in the classroom (e.g., presentation of an erroneous sentence produced by a student and correct selection of the most plausible reason why a student might produce that error); and (c) items based on error analysis and second-language-acquisition studies of children learning Spanish as a second language.

The Test on English as a Second Language

Format of the Test and Summary of Presentation by Dr. Arnulfo Ramírez. Dr. Ramírez presented not a complete test to the general session but rather a general outline of the projected test and a large number of sample items. (For sample items, see Appendix E.) He started his presentation with some introductory comments pointing out that English as a second language often holds a central position in the instructional programs intended for Spanish/English bilinguals. The projected test was designed for both monolingual English-speaking teachers and

bilingual teachers, i.e., for all those teaching language arts to the Spanish/English bilingual pupil.

Dr. Ramírez explained that the test will have 60 items and will consist of two parts. In keeping with the other tests, the multiple-choice format, with one correct answer among four possible ones, will be used. The first section will have between fifteen and twenty items designed to assess the teacher's knowledge both of the English language as a system and of contrasts between English and Spanish. However, the test does not intend to convey the idea that all the difficulties a Spanish-speaking child encounters in the process of learning English can be explained through contrastive analysis. The second part will aim to measure the teacher's familiarity with, and attitudes toward, different teaching approaches reflecting assumptions about (1) the nature of language, (2) psycholinguistic principles of language learning, (3) psychological principles of learning, (4) the cultural background of the learner, and (5) sociolinguistics.

Discussion. In the discussion of items dealing with error analysis (see Appendix D, item 2), a main concern was that it would be difficult to decide whether the answer called for diagnosis or classification of the error. Recalling the elaborate work done by some linguists in attempting to determine whether in Black English the use of "work" in "I work yesterday" is a phonological or a grammatical phenomenon, the discussants felt that diagnosis of errors may be too complicated an issue to tackle in a test.

The discussion then turned to the issue of what approach to grammar should be reflected in the test. Dr. Ramírez stated that the approach would not be exclusively transformational.

The scoring of the test was discussed at great length. It was decided that attitude items should be clearly separated from factual items and scored differently. It was suggested that a factor analysis applied to attitude items might make it possible to determine whether a particular attitude factor had any influence on pupil achievement.

Finally, it was suggested that, given the similarity of the tests on

English as a second language and Spanish as a second language, the attitudinal sections of both tests could be combined to insure uniformity in the test battery.

The Spanish Proficiency Test for Teachers[1]

Summary of Materials Circulated to Conference Participants. Testing the language proficiency of teachers is not a new idea. In the early 1960's the Modern Language Association (MLA) devised a series of tests designed to evaluate the qualifications of prospective foreign-language teachers in basic language skills (reading, listening, speaking, and writing) and professional preparation (applied linguistics, civilization and culture, and teaching methods). With the implementation of bilingual-education programs, a similar need to measure language proficiency has arisen among professionals in this area. But in bilingual education both the teacher's general proficiency in the language and his or her ability to use the language as a medium of instruction have to be evaluated. This is the aim of the Spanish Proficiency Test for Teachers.

Few studies to date have investigated the language used in bilingual classrooms; those that have usually have focused on interaction analysis (Legareta, 1975). Therefore, to find out what teachers would need to know in the bilingual classroom, we relied on texts, workbooks, and teacher's guides currently in use in bilingual programs. Directors of "exemplary" bilingual programs[2] in the United States were asked to describe the material that was currently in use in their programs. Additional sources of information included the Office of Bilingual Education of the California Department of Education, which submitted a list of state-adopted materials; the Materials Acquisition Project

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[1]Members of the SCRDT staff who participated in the development of the Spanish Proficiency Test for Teachers were Bárbara Rigby-Acosta, Frances Morales, Roberto De Villar, Pedro Castañeda, Bárbara Merino, and Robert Politzer.

[2]These programs were categorized as "exemplary" by Dr. Ricardo Cornejo (1974), following a nationwide survey.

in San Diego, California, which furnished a list of materials in wide use; and various publishers and distributors, who told us where their materials were being used. We chose integrative techniques for testing because they focused on overall competence. The test is divided into five parts: (1) general proficiency, (2) content-area passages, (3) use of realia, (4) oral proficiency, and (5) writing proficiency. (For sample items, see Appendix F.)

General Proficiency. This section, consisting of a series of sentences to be completed in writing, tests key grammatical structures representative of those found in college-level textbooks of Spanish as a second language, in linguistic descriptions of Spanish (e.g., Stockwell, Bowen, & Martin, 1965), and in textbooks and materials used to train teachers in bilingual programs (e.g., Kestelman & Maiztegui, 1969; Castellanos, 1975). The focus in this part of the test is on the teacher's ability to understand and produce grammar or appropriate word choice within a controlled environment. In scoring responses in this section, it was first decided to accept dialectal variants from standard Spanish. However, since the purpose of this part of the test is to establish a minimum level of teacher competence in Spanish in general, this section was modified prior to the conference and all items likely to produce dialect as variants were deleted.

Content-Area Passages. In this section subjects are asked to complete cloze passages by filling in one word in each blank; the missing word is to be determined from the context. The cloze technique was chosen for the following reasons. First, it is an integrative technique that represents the skills needed to demonstrate competence in a language. (See Taylor, 1953 and 1957, for discussions of the value of the cloze technique.) Second, research by Oller (1973) has shown that the cloze technique is an effective tool for measuring competence in a foreign language. Third, cloze passages are constructed directly from the subject matter the teacher is likely to encounter.

Characteristic passages of 175 to 250 words were systematically selected from textbooks, workbooks, and teacher's guides in language arts,

social studies, and mathematics. The passages were then rewritten, modeled on the original, and words that reflected the kinds of structures and terminology peculiar to the particular subject area were deleted. Deletions were made every fifth to twelfth word.

The language arts passage came from a fifth-grade text, the social studies passage came from a sixth-grade text, and the math passage came from a second-year teacher's guide. Favoring the upper grades was not completely arbitrary; ideally, the test should be based on materials from the particular teacher's grade level, but since a test for every grade level would be too long to be practical it seemed best to establish whether the teacher could deal with the relatively complex material of the upper grades.

In scoring, because both native and nonnative speakers of Spanish will be taking the test, any grammatically correct answer that fits the context will be counted as correct to avoid penalizing any group.

Use of Realia. Using the realia (figures and objects) typical of each subject area, the teacher is asked in this section to identify in writing pertinent items and operations peculiar to the subject area. For language arts, the focus is on the vocabulary and structures necessary for classroom instruction (explaining a concept, giving directions); for math the focus is on technical terminology. In the social studies section, the goal was to include items that were culturally relevant. An effort was made to avoid concentrating on formal culture, but it was difficult to select items that were not stereotyped. (A birthday party in the Southwest was the theme finally chosen.)

Oral Proficiency.[3] In this section the teacher is asked to convey a message (presented in English) to someone who does not speak English.

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[3] In a preliminary version of this section the teacher's task was to explain in Spanish a concept relevant to language arts, math, or social studies in two different registers. This section was modified, however, because it seemed to test too many skills at one time--making it impossible to determine whether a teacher was failing the task because of a general lack of fluency, ignorance of the technical vocabulary, or an inability to manipulate registers.

Responses are rated in terms of how successful the teacher is in conveying the information contained in the message.

Writing Proficiency. To measure writing ability as directly as possible, teachers are asked in this section to write a note to the parents of one of their students. Topics under consideration for the test include an invitation to a parent conference and a request for permission to participate in a sports activity. The teachers are given a set of facts in outline form in Spanish, and must then write a note to the parents including all the information provided. Grammar, spelling, vocabulary, sociolinguistic appropriateness, and communicative competence will be considered in scoring the notes.

Limitations of the Test. The ideal measure of a teacher's ability to teach in Spanish, of course, is an evaluation made while the teacher is conducting a lesson in the language. In the Spanish Proficiency Test we have attempted to present teachers with some of the situations they are likely to encounter in actual teaching situations. However, these are at best only approximations. They lack, especially, the interaction (cognitive and affective) of the students with the teacher. A situation where the teacher is asked to imagine a set of circumstances and react to them is more likely to result in a demonstration of role-playing ability than of actual competence in Spanish. Rather than attempt to create an artificial division of skills, we opted for an integrative approach, especially since we were interested in the teacher's overall performance.

Discussion. During the discussion, the different parts of the test were commented on in turn. In the general proficiency section, it was suggested that an implicational hierarchy based on acquisition studies in first and second languages should be used as the basis for selection of items. Specifically, items found to be very difficult by adults (such as "después que _____ la maestra, va a empezar la clase") should be included. In the content-area passages, it was the consensus of the group that such subject areas as science, art, and music should be included even if they are not currently taught in Spanish in most bilingual programs. The inclusion of math was questioned by one of the discussants because many educators and some researchers feel that the bilingual child should

learn math concepts in the language in which he or she will use them most as an adult. Bárbara Merino, representing the SCRDT staff, replied that the inclusion of math could only be resolved empirically through further research. Nevertheless, every bilingual child should learn the basic math terminology, since it is part of the repertoire of every educated speaker. Moreover, math is taught in Spanish in many bilingual programs; and, therefore, it seems worthwhile to determine what math terminology the teacher should know. On the use of realia, the general consensus of the conference participants was that it was inappropriate to include items such as a piñata, artifacts, or regional costumes in this section. Testing culturally relevant concepts such as the family and authority would require more time and space than could be allotted in a test whose principal goal was to test language competence. Generally, therefore, participants agreed not to include the complex task of measuring knowledge of culture in the language proficiency test. Both versions of the oral proficiency section met with the approval of conference participants. Discussants agreed that the preliminary version of this section, where teachers were asked to explain a concept to a child, tested too many different skills at one time and would be difficult to score. It was suggested that in scoring responses to the second version careful attention be given to the ability to communicate information in a culturally appropriate way. Conference participants were in general agreement that writing a letter was a practical and appropriate way of measuring a teacher's writing skills.

Results of the Conference

After the conference, the consultants were provided with a summary of the discussions to assist them in making improvements in their tests. As a result of the participants' recommendations and further consultations with the SCRDT staff, the following revisions were made.

The attitude items in the test on Spanish of the Southwest were changed from a multiple-choice format to a Likert-type scale in which teachers are asked to react to a series of statements and indicate to what degree they agree with them.

In the reading test, the items designed to assess knowledge of or familiarity with reading methods were changed from completion to multiple choice. The section on identification of phoneme-grapheme correspondence was deleted. The modifications made on the tests of English and Spanish as second languages were similar in nature. More items to assess the teacher's choice of strategies in teaching or correcting students and to test the teacher's knowledge of documented stages of language acquisition in learning English and Spanish as second languages were added. It was also decided to construct a scale to measure teacher attitudes toward specific second-language teaching procedures.

On the Spanish proficiency test, an implication hierarchy based on acquisition studies in first and second languages was used as a basis for the selection of items on General Proficiency. Items were selected so that features acquired very early as well as features acquired late are included in the test. Additional cloze passages were constructed to include other content areas--specifically science, art, and music. It was decided to concentrate on measuring linguistic skills and not to try to include the very complex task of measuring knowledge of culture in the language proficiency test.

The conference thus served the principal purposes for which it was organized: it led to refinements and improvements of the preliminary tests, and it acquainted a representative sample of important educators in the field of bilingual education with the goals of the tests and of the research efforts connected with them.

The tests are now undergoing additional revisions on the basis of field testing that took place in the spring of 1976. Those interested in the further development of the tests and in their ultimate use are asked to direct their inquiries to the Director, Program on Teaching and Linguistic Pluralism, Stanford Center for Research and Development in Teaching, Stanford University, Stanford, California 94305.

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APPENDIX A: List of Participants

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Mr. Pedro Castañeda

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APPENDIX B: Spanish of the Southwest Sample Test Items, by Dr. Rosaura Sánchez*

1. ¿El fenómeno de regularización explica cuál de los siguientes casos?

   a. Yo andé
   b. Ojalá que vuélvamos
   c. Yo ha sido
   d. Todas estas respuestas

2. "Pader" es a "pared" como

   a. asina es a así
   b. naiden es a nadie
   c. algotro es a algún otro
   d. cualquiera de las arriba mencionadas

3. ¿Cuál de las cosas abajo mencionadas no corresponde a las otras?

   a. tramos
   b. calcos
   c. lisa
   d. guisa

4. "Si tuviera mil dólares, iría a Europa" equivale a _____ en el español del sudoeste.

   a. Si tuviera mil dólares fuera a Europa
   b. Si tuviera mil dólares, iba a Europa
   c. Si tenía mil dólares, iba a Europa
   d. Todas estas respuestas

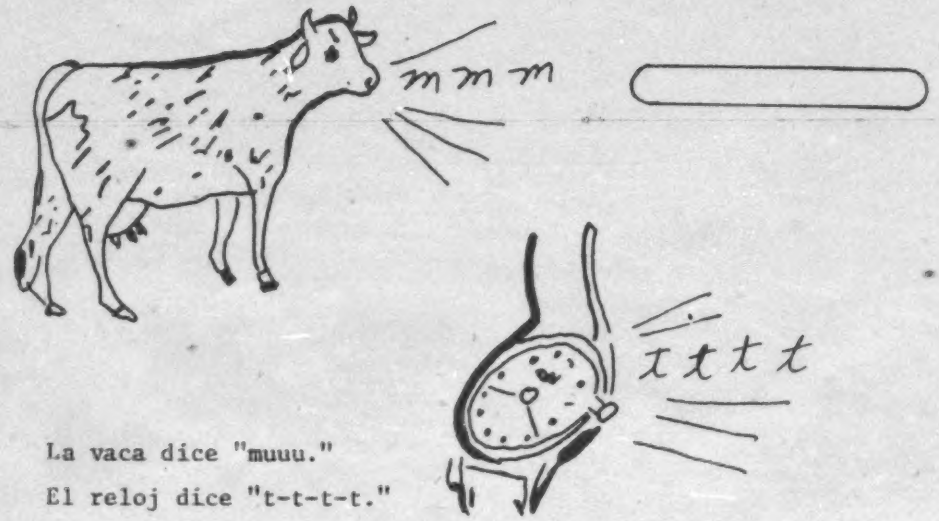
5. En cuestiones de lengua, el profesor debe insistir en que

   a. sólo la variedad standard se enseñe
   b. toda variedad de lengua es aceptable
   c. se elimine la variedad local de los niños de primer año
   d. ninguna de estas respuestas

*Please note that these items are only samples selected from a preliminary version of the test.

APPENDIX C: Teaching Reading in Spanish Sample Test Items, by Dr. Ricardo Cornejo*

1.



La vaca dice "muuu."
El reloj dice "t-t-t-t."

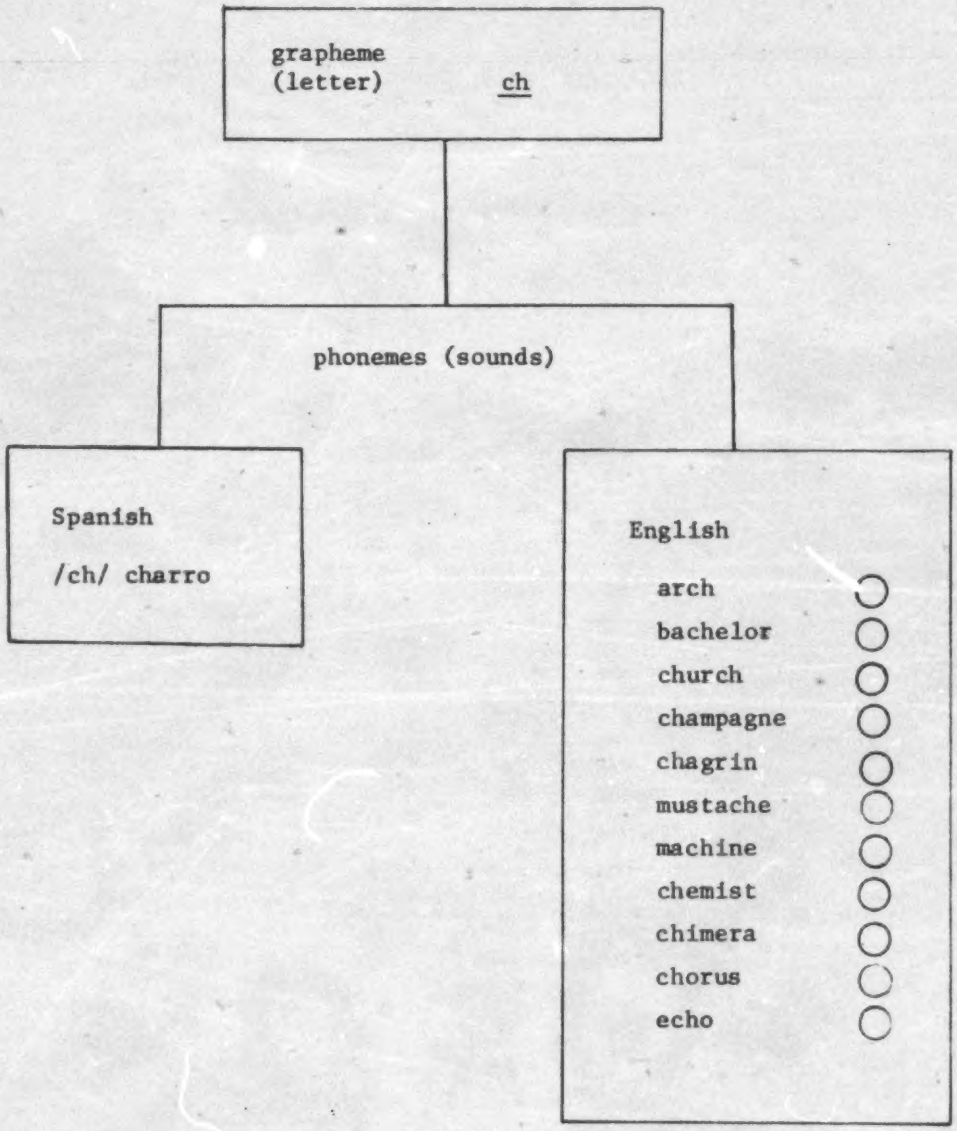
2. El método de lectura a base de experiencias usa el lenguaje del niño para enseñarle a leer.

____ verdadero ____ falso

3. El lenguaje _____ es la base de la comprensión del lenguaje escrito. El escritor comunica sus ideas al _____ por medio de _____ escritos. Al aprender a leer el niño relaciona el sistema oral con el sistema _____ para descifrar el significado del mensaje.

*Please note that these items are only samples selected from a preliminary version of the test.

4. When decoding the consonant digraph ch in Spanish, we have only one task, since the letter has only one pronunciation. When decoding the consonant digraph ch in English, we have several tasks, since we can find it expressed as ch, sh, and k. In the chart below, mark the circle in front of the ch that has the /sh/ sound in English.



5. A group of two consonants which together represent a single phoneme (sound) is called a consonant _____.

6. Se debe aprender a leer primero en la lengua materna.

No importante	Poco importante	Algo importante	Bastante importante	Muy importante
1	2	3	4	5

APPENDIX D: Spanish as a Second Language Sample Test Items, by Dr. Gustavo González

Phonology

1. The sound (ð) as in English "them" and Spanish "puedo"

   a. is used to signify difference of meaning in both English and Spanish
   b. signifies difference in meaning only in English
   c. signifies difference in meaning in Spanish only
   d. does not signify difference in meaning

2. Which of the following underlined English words most closely approximates the sound of Spanish "r" in "pero"?

   a. narrow
   b. curly
   c. photo
   d. farmer

Grammar

3. Regarding the sentence "I saw another one," which of the following show most clearly the influence of English?

   a. vi otro
   b. vi otro uno
   c. yo vi otro
   d. otro vi yo

4. Spanish sentences such as "es necesario para nosotros estudiar"

   a. are derived from an English pattern and are acceptable
   b. are derived from an English pattern and are not acceptable
   c. should be rendered in a dependent clause using the subjunctive
   d. both (b) and (c)

5. The audiolingual method of second language instruction is based on the belief that

   a. language is a set of habits to be acquired through structured practice in the language
   b. language is best learned through a deep understanding of its grammatical structure

*Please note that these items are only samples selected from a preliminary version of the test.

c. language is best acquired through contact in natural unstructured settings
d. language is best learned by acquiring the reading skill first

Methodology

6. In the context of SSL, instruction should reflect

a. the culture of South and Central America
b. the culture of Spain exclusively
c. the culture of the Spanish-speaking group of the closest geographical area
d. all of above

APPENDIX E: English as a Second Language Sample Test Items, by Dr. Arnulfo G. Ramírez*

Error analysis items

1. Pronouncing the final consonant clusters in "my friends" and "I learned" as "my friend" and "I learn," respectively, can be considered an error in

   a. pronunciation
   b. pronunciation and grammar
   c. vocabulary
   d. grammar and vocabulary

2. The error in the construction I doesn't matter what are they doing is most probably the result of

   a. an over extension of a rule concerning the placement of the auxiliary in direct wh- questions
   b. translation from Spanish
   c. the frequent use of are with doing
   d. confusion with what is he doing

A contrastive analysis item

3. Spanish initial syllable consonant clusters could include all of the following except

   a. play
   b. flash
   c. greater
   d. spelling

4. If one believes that language is a set of habits and that memorization and practice are the chief mechanisms for establishing habits, then practice to instill new habits will probably dominate the lesson

   If language is seen as a system of rules by which items are stored in the mind and manipulated so as to enable the user to create ("generate") utterances which are new in the sense that they do not represent mere copies of utterances which he has learned, then presentation of the basic rules in the second language will be stressed so that the learner will be able to apply

*Please note that these items are only samples selected from a preliminary version of the test.

the rules learned and create new structures based on an understanding and application of the rules.

a. Both views of language have a place in language teaching and should be used in the organization, selection, and presentation of language lessons
b. The view of language as a set of habits is a valid and practical theory of language when it comes to teaching in the classroom
c. The view of language as rule-governed creativity is a valid and practical theory of language when it comes to classroom teaching
d. Both views of language are inaccurate and should not be used in the organization, selection, and presentation of language lessons.

An item dealing with a psycholinguistic question

5. "Errors" are a part of the language-learning process, and a teacher

a. should expect errors and not be too concerned with correction
b. should discourage errors and correct as many as possible
c. should correct only those errors related to the day's lesson
d. should correct only those errors which interfere with communication and/or understanding

An item dealing with language learning

6. Regardless of the methods and techniques used to teach English to Spanish/English bilinguals

a. a child should be taught reading in English first
b. a child should be taught reading in Spanish first
c. a child should be taught reading in both languages at the same time
d. a child should be taught reading in his dominant language and this could mean Spanish or English

Sociolinguistic questions

7. Spanish/English bilinguals often switch from one language to another when speaking to each other. This phenomenon, known as code-switching, is normal and natural in a bilingual community.

a. The ESL teacher should allow students to speak to each other this way in the classroom
b. The ESL teacher should never allow students to speak to each other in this manner in the classroom

c. The ESL teacher should allow students from time to time to speak to each other in this manner, but as the teacher, should never speak in this manner
d. The ESL teacher should allow students from time to time to speak to each other in this manner, and as the teacher, may also speak in this manner

APPENDIX F: Spanish Proficiency Test for Teachers Sample Test Items, by the Program on Teaching and Linguistic Pluralism*

General proficiency

Complete las siguientes oraciones con la palabra adecuada.

A mis hermanos les _____ mucho los tamales.

Content-area passages

Complete las siguientes oraciones con la palabra adecuada.

"Según la mitología, a un cuento que se ha transmitido de generación a generación, a veces por cientos de años, se le llama leyenda. Ciertas gentes creen en ella, pero no es necesariamente verdadera."

"La leyenda de La Llorona," _____(1)_____ la maestra entusiasmadamente, "viene de la _____(2)_____ norte de México. pero también se _____(3)_____ en las selvas del Brasil. México _____(4)_____ distintas versiones de esta misma _____(5)_____. Algunas gentes dicen que La Llorona _____(6)_____ las calles en busca de su _____(7)_____ que le robaron. Otras dicen que _____(8)_____ los campos y los montes. Otras _____(9)_____ que unicamente se ve cerca del _____(10)_____ porque allí ahogaron a su hijo."

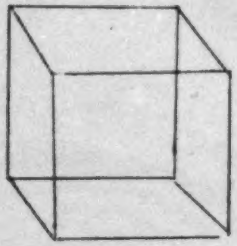
La maestra continuó. "Según ciertos estudiantes de _____(11)_____, la leyenda de La Llorona _____(12)_____ con los aztecas, y dicen que la misteriosa _____(13)_____ es la diosa azteca Cihuacoatl. Sin embargo, otros _____(14)_____ piensan que fue Chalchiuhtlicue, otra diosa de los _____(15)_____. Esta diosa era la _____(16)_____ del

*Please note that these items are only samples selected from a preliminary version of the test.

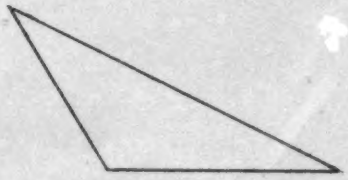
agua, la hermano mayor de los _____(17)_____ de la lluvia. Para vengarse de los hombre los _____(18)_____ en remolinos de agua. De este modo los aztecas _____(19)_____ la misteriosa leyenda. Ellos no comprendían porque _____(20)_____ remolinos en el agua y _____(21)_____ una leyenda para explicarlos."

Use of Realia

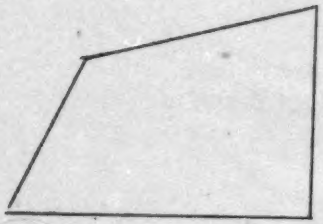
Identifique los siguentes - símbolos y figuras



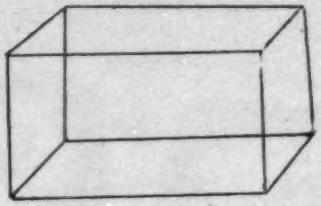
1. _____



4. triangulo _____

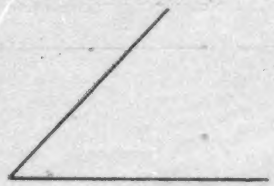


7. _____

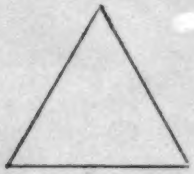


2. _____

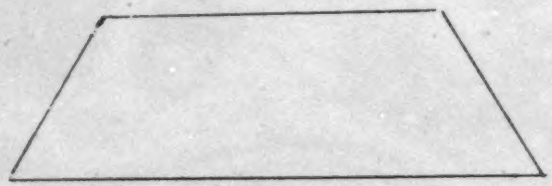
5. _____



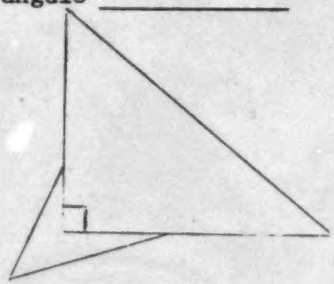
8. angulo _____



3. triangulo _____



6. _____



9. _____